

COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES

Wednesday, March 29, 2017 -- 3:30 – 5:00 PM

Iowa Department of Education – ICN Room

Those in attendance included:

- ❑ Linda Allen, President, Hawkeye Community College, and CCC Member (via conf. call)
- ❑ Michael Bearden, CCC and State Board of Education Member
- ❑ Bettie Bolar, CCC and State Board of Education Member
- ❑ Barbara Burrows, Chief, Bureau of Community Colleges
- ❑ Alex Harris, Administrative Consultant, Bureau of Community Colleges
- ❑ Michael Knedler, CCC and State Board of Education Member
- ❑ Renee Miller, Community Impact Officer, Income; United Way of Central Iowa
- ❑ Moudy Nabulsi, Trustee, Southeastern Community College, and CCC Member (via conf. call)
- ❑ Jeremy Varner, Administrator, Division of Community Colleges and Workforce Preparation
- ❑ Stephanie Weeks, Division of Community Colleges and Workforce Preparation

I. Welcome and Introductions—Mike Knedler, Chair

Chair Knedler called the meeting to order at 3:30 PM. Members and presenters introduced themselves.

II. Approval of Meeting Notes—Michael Knedler

Chair Knedler asked for approval of the notes from the January 18, 2017, meeting of the CCC. Chair Knedler noted an error on page 4 (last sentence) regarding the Secondary CTE Redesign Implementation update. Instead of “Pradeep chaired,” it should have read “Pradeep presented.” The notes will be revised and posted to the Department’s web site.

Motion: Moudy Nabulsi moved and Linda Allen seconded to approve the meeting notes.

Vote: The motion carried unanimously.

III. Division Updates—Jeremy Varner

A. Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Iowa’s Community Colleges

Jeremy reported on the economic impact study. Iowa’s community colleges provide a solid return on investment for both students and the state, according to a statewide analysis of the colleges’ economic impact. The newly released study, Analysis of the Economic Impact and Return on Investment of Education, found that Iowa’s community colleges collectively contributed \$5.4 billion into the state’s economy and supported 107,170 jobs – roughly six percent of all jobs in Iowa – during the 2014-15 fiscal year (FY). Utilizing academic and financial reports from community colleges, as well as earnings and employment outcomes data from the Department and Iowa Workforce Development, the independent study has been published or cited in numerous stories and editorials across the state, including the Des Moines Register, the Des Moines

Business Record, the Council Bluffs Nonpareil, the Newton Daily News, and Cedar Rapids KCRG-TV9, among others.

There was a brief discussion regarding the distribution of the study. Chair Knedler felt that with the compelling message this study provides, that every newspaper in Iowa should publish this study. Jeremy indicated it was distributed to the community college presidents and trustees, as well as a press release quoting Director Wise and IWD's Director Townsend. Chair Knedler indicated this would be a good study to share with the legislators. Jeremy will ensure that they get a copy. We will also provide copies for Director Wise to take to the chamber meeting he is presenting at in Bettie Bolar's area on April 25th.

Among the study's findings:

1. For every dollar of public money invested in Iowa's community colleges, \$3.50 in benefits is returned to taxpayers and the average annual rate of return is 10.4 percent.
2. During the analysis year, past and present students generated \$4.6 billion in added income for the state, which is equivalent to supporting 87,905 jobs.
3. The top industries impacted by Iowa's community colleges include health care and social assistance, manufacturing, finance and insurance, and construction.
4. For every dollar that a student spends on a community college education in Iowa, that student receives an average annual rate of return of 25.3 percent in higher future income.
5. The average associate degree completer will see an increase in earnings of \$9,500 when compared to someone with a high school diploma or equivalent. Over a working lifetime, this increase in earnings amounts to an undiscounted value of approximately \$418,000 in higher earnings.
6. The total benefits to society, which include increased lifetime earnings, associated increases in business output, and social savings, equal \$15.2 billion (in present value form).

B. Legislative Session

The Legislature is still in session and the Department has dealt with many fiscal notes the past few months. A bill proposed by the Iowa Department of Education, and based on the recommendations of the High School Equivalency Diploma (HSED) Task Force to provide multiple ways for Iowans to earn a HSED has made it past the Iowa Legislature's second funnel date. The Department convened the HSED Task Force in July 2016 to evaluate best practices with the goal of developing options to help more Iowans earn a HSED, which is an important step in closing the state's workforce gap. This closely aligns with Governor Branstad's Future Ready Iowa goal that calls for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025. The 209,740 Iowans over the age of 18 who currently do not have high school diplomas will need to acquire their HSED before contributing to the Governor's goal. Study bills were introduced in both chambers to enable the State Board of Education to adopt rules establishing standards for alternative HSED pathways to supplement the traditional

means of earning an equivalency diploma – the state assessment battery (currently the HiSET™).

Currently, a HSED is issued based on satisfactory competence, which an applicant meets by achieving the minimum passing standards on the HiSET™ in core areas of reading, language arts, literacy, mathematics, science, and social studies. The bill modifies Iowa Code chapter 259A, permitting additional options for students to demonstrate competency that would then lead to the issuance of HSEDs by the Department. Both study bills were approved by their respective Senate and House education committees prior to the first legislative funnel date (March 3) and companion bills (SF 350 and HF 473) were introduced in both chambers. HF 473 was passed, as amended, by the House on March 28, prior to the second legislative funnel date (March 31). In addition to the Department, the bill is supported by the Greater Des Moines Partnership, the Iowa Association of Community College Trustees (IACCT), the Iowa Association of School Boards, School Administrators of Iowa, and United Way of Central Iowa. The Department will continue to monitor the status of these bills and provide more information regarding their progress

Bill Overview -- SF 350 and HF 473—An Act relating to high school equivalency programs and assessments, including effective date provisions. The bill modifies Iowa Code chapter 259A and the State Board with the authority to adopt additional programs and assessments that would lead to the issuance of high school equivalency diplomas. The options could include: 1) a high school equivalency assessment aligned with state standards and graduation requirements (currently the HiSET™); 2) a credit-based adult high school program which combines secondary and postsecondary credit; 3) attainment of a verified academic credential of equivalent or greater level or rigor; and 4) other competency- and evidenced-based measures which evaluate the competence in the core areas.

C. Administrative Rule Changes

The Department is facilitating several proposed administrative rule changes, including the following that impact community colleges.

Chapter 46: Career and Technical Education (CTE) -- The proposed chapter 46 implements the provisions of House File 2392, Division II, and establishes revised CTE services areas that align with national career clusters and a process for establishing standards for the CTE service areas. It also establishes the secondary program approval and regular review process, clarifies requirements of local program advisory councils, and establishes alternative council structures that meet statutory requirements. Standards for regional CTE planning partnerships, career academies, and regional centers are also established. Since career academies are included in the new chapter 46, the existing chapter 47, “Career Academies,” is rescinded and reserved.

Jeremy reported that these rules closely follow the contour of the law, but the Administrative Rules Review Committee delayed the effective date. He also said that we have received negative feedback from the agricultural education teachers. The

Department worked with legislators and stakeholders on a bill; if it passes, we may request the rules be adopted on an emergency basis.

D. Secondary Career and Technical Education (CTE) Redesign Implementation

Work continues on the implementation of House File (HF) 2392, the overarching legislation signed into law last year that is shaping the future of career and technical education (CTE) across the state. The law contains two divisions: Division I relates to career guidance, and Division II relates to CTE programming and regional partnerships.

Division I Updates: In January, the Department announced the selection of Kuder® Navigator as the state's designated career information and decision-making system as required by 281—Iowa Administrative Code rule 49.6(2). Per Iowa Code section 279.61, as revised by House File (HF) 2392, all school districts shall use a career information system that meets state standards. The standards adopted by the State Board are outlined in 281—Iowa Administrative Code rule 49.6(3). Accordingly, to be in compliance, a school district may choose from any of the systems listed on the Department's website, including the state-designated Navigator system. By year-end, school districts are expected to have district plans in place for implementing and guiding the individual career and academic planning process. In addition, school teams should also be established to implement, support, and maintain the district plans.

Division II Updates: The Department recently issued guidance for secondary school districts on the new CTE law addressing the following content areas: 1) Regional career and technical education planning partnerships; 2) Career and technical education service areas; 3) Career and technical education program approval and review; 4) Program advisory councils; 5) Secondary career and technical education funds; and 6) Future work of the Department and tentative deadlines.

Additional guidance on the program approval and review process is anticipated to be available in May 2017. The latest information and updates on the CTE redesign, including information to assist secondary CTE regional planning partnerships as they adopt bylaws and develop multi-year strategic plans, are posted on the Department's website.

IV. Iowa Community Colleges Joint Enrollment Report 2016—Jeremy Varner

The Iowa Department of Education collects information on joint enrollment from Iowa's 15 community colleges. Jointly enrolled students are high school students enrolled in community college credit coursework. Most jointly enrolled students enroll through Senior Year Plus programs such as Postsecondary Enrollment Options (PSEO) and concurrent enrollment. Other students enroll independently as tuition-paying students, or enroll in courses delivered through contractual agreements that do not meet the definition of concurrent enrollment.

This report consists of fiscal year (FY) and trend data on joint enrollment, including headcount enrollment, credit hours taken, student demographics, and enrollment by program type and offering arrangement. All data included in this report is taken from the

Community College Management Information System (MIS) and is confirmed by each college, unless otherwise noted.

Some of the highlights of this FY 2016 report include:

- Joint enrollment increased from 44,034 students last year to 47,907 this year, an 8.8 percent increase. All community colleges experienced increased headcount enrollments while 13 colleges also experienced an increase in the number of credits taken by high school students.
- Average annual enrollment growth over the last five has been 4.9 percent.
- High school students participating in joint enrollment programs accounted for 35.3 percent of total community college enrollment. Approximately 45 percent of the participants were high school seniors and about one-third (32.6 percent) were juniors.
- Joint enrollment programs accounted for 20.9 percent of total credit hours.
- Among high school students, 88 percent participated in joint enrollment courses delivered through a contractual agreement between a community college and school district. PSEO courses accounted for about eight percent of total joint enrollment.
- Slightly more than 50 percent of participants in joint enrollment programs were female, compared to 54 percent for total credit student enrollment.
- Almost 14 percent of participants in joint enrollment programs reported a minority racial or ethnic background compared to 20 percent of total credit student enrollment. » The most common subject areas in which students jointly enrolled include social science and history, English, mathematics, healthcare, and business and marketing.

Bettie Bolar asked about the definition of PSEO. PSEO courses, college courses offered through a contract between a local school district and a community college, and independent enrollment as a tuition-paying student. While sometimes referred to as “dual credit,” joint enrollment does not necessarily entail credit being issued at both the secondary and postsecondary levels. Some programs, such as PSEO and concurrent enrollment, require that credit be issued at each level, while other joint enrollment opportunities have no such requirement. PSEO courses are capped at \$250 per course.

V. Iowa Community Colleges Adult Education and Literacy Annual Report—Program Year 2016 (July 1, 2015 – June 30, 2016)—Alex Harris, Administrative Consultant and Adult Education State Director

Alex Harris reported that the Iowa Department of Education administers federally-funded adult education and literacy (AEL) programs with the goals to: 1) provide lifelong educational and support services to eligible participants; 2) assist adults in obtaining the knowledge and skills necessary for work, education, and family self-sufficiency; and 3) enhance the state’s workforce and economy by improving the education and skill levels of Iowans.

Approximately, 206,688 Iowans over the age of 18, or 8.5 percent of Iowa’s population, have not completed high school or equivalency programs; 97,124 Iowans are not English proficient = 10.6% increase from the previous year; and 64,797 Iowans between the ages of 20 and 64 are unemployed. These are some of Iowa’s AEL challenges.

Iowa's AEL programs assisted 12,378 Iowa adult students, representing a 1.4 percent increase from the previous year and 5.9 percent of the need; 5,045 adults with limited English proficiency were served, representing 5.2 percent of the need. Of those that reported, 51.5 percent were Hispanic; 28.5 percent were Asian; and Pacific Islander; and 13.0 percent Indo-European. Approximately, 5,199 unemployed Iowans were served.

The typical AEL student is between the ages of 25 to 44; possesses between a 9th and 12th grade education; and is unemployed. In the final year of the Workforce Investment Act (WIA), 1988 reporting year, 70 percent made an educational level gain; and 7 of the 11 federal benchmarks were reached. Four additional outcome measures are tracked as indicators of performance:

1. Entered Employment—1,365 participants employed within the first quarter.
2. Retained Employment—3,162 participants retained their employment.
3. Obtained GED or Secondary School Diploma—1,866 were awarded a high school equivalency diploma.
4. Entered Postsecondary Education or Training—1,728 participants entered postsecondary education.

The Workforce Opportunity and Innovation Act of 2014 (WIOA) required the development of a Unified State Plan that showed the coordination and shared resources between the following four "core" partners: 1) Youth, Adult, and Dislocated Employment Services; 2) Adult Education; 3) Wagner-Peyser or Unemployment Insurance; and 4) Vocational Rehabilitation & Department for the Blind services. WIOA requires the preparation of AEL participants for unsubsidized employment in in-demand occupations or career pathways, leading to economic self-sufficiency. Represent steps taken to prepare for a Future Ready Iowa.

Future Direction for AEL: Iowa's unified state plan identifies Iowa's employers will have access to advanced, skilled, diverse, and Future Ready workers. II. All Iowans will be provided access to a continuum of high-quality education, training, and career opportunities in the nation. III. Iowa's workforce delivery system will align all programs and services in an accessible, seamless, and integrated manner.

Strategies and Next Steps: AEL services will provide key talent pipeline development for participants transitioning from basic education and skill to training and sustainable family-wage employment. The DE will incentivize the development of career pathways, sector partnerships, and IET opportunities with stakeholders and partners.

VI. High School Equivalency Diploma (HSED) Task Force Recommendations—Renee Miller Community Impact Officer, Income; United Way of Central Iowa; and Alex Harris

Renee Miller first thanked Director Wise and Jeremy Varner for making this HSED Task Force a priority. She then provided some background on the HSED Task Force. The task force was convened in July 2016. The purpose was to: 1) evaluate the need for alternative pathways to achieve a high school equivalency diploma (HSED) by demonstrating competencies; 2) evaluate best practices in Iowa and nationwide; 3) evaluate the feasibility of adopting new pathways; and 4) develop a recommendation grounded in comprehensive data, research, and integrity that would ensure rigor and maintain quality standards important to Iowa. The

task force supports reducing poverty in Iowa; Iowa Skill's Gap; and the Future Ready Iowa Initiative.

The HSED Task Force was comprised of stakeholders representing business and industry, including industry sector partnerships, Iowa's community colleges and adult basic education, Department of Refugee Services, Department of Corrections, Iowa Workforce Development, labor, and nonprofit community partners.

The goal is for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025. In order to achieve this important and ambitious goal, the state must develop solutions for Iowans who do not have a high school diploma or equivalency degree. Iowa's economic vitality depends on it. The HSED collected and analyzed statewide data and data defined by the 15 workforce regions established by Iowa Workforce Development.

- 209,740 Iowans over the age of 18 do not have a high school diploma or equivalency. They need credentials; the HSED/GED is the bare minimum.
- 145,991 of those without a diploma or equivalency are between the working ages of 18-64.
- 22 percent middle-skills gap in Iowa; the jobs are there, but there is not pipeline. By 2025, 68 percent of all jobs in Iowa will require some postsecondary training or education.

During his or her working life, an Iowa school graduate earns over \$700,000 more than a high school dropout. Listed below are all the "whys" this is so important to Iowa:

- The unemployment rate for persons without a high school diploma is 10.7% compared to the state's overall unemployment rate of 3.8 percent.
- Individuals who attain a HSED can earn 37.5 percent more than those who do not.
- Individuals who have some postsecondary education can earn 50 percent more than those with less than a high school diploma.
- Individuals who earn an associate degree can earn 62 percent more than those with less than a high school diploma.
- Adults without a high school diploma are two times more likely to receive public assistance from the government - creating an economic strain on both the individual and the state.
- Only 16 percent of children with a parent/mother who did not graduate from high school are reading proficiently (at grade level) by 8th grade.
- 63 percent of children with a parent/mother who did not graduate from high school are NOT enrolling in pre-K.
- 40 percent of children with a parent/mother who did not graduate from high school are NOT graduating from high school on time.

Renee reported that nationally, during the transition from GED to HiSET, there was a decline in awards. This trend occurred in 1995, 2002, and again in 2014 when the assessment tools were changed. The HiSET standards are aligned to today's high school graduation expectations. Bettie Bolar asked if the teacher support was poor. Alex indicated that there are a lot of good books for adult education. Mike Knedler asked the presenters why they think people are not willing to take the HiSET. What makes them fall off the path (anxiety,

financial, etc.)? Renee answered that a lot of students put in the work at the high school level, but life gets in the way and there is a need for wraparound support.

Mike Knedler asked if a person could get a job without a HSED. Renee replied that people who aren't qualified will live in poverty if they don't get the degree. Mike asked if the market recognizes the adult diploma. She replied that the local market does recognize it. Most apprenticeship positions need the equivalent. Mike also asked if it will take the Department more work to set up the criteria and monitoring of additional pathways. Jeremy replied that the HSED Task Force is recommending four to five pathways to a high school equivalency diploma. Under the legislation, the State Board will have the authority to adopt new programs. The task force didn't have time to fully vet all options. Renee reported that House File 350 passed unanimously on March 28, 2017.

Listed below are some important reasons why change is needed:

- The number of Iowans achieving their HSED credential is trending in the wrong direction.
- Iowa's population is not seeing substantive growth and our demographic is rapidly changing – we need to build our workforce.
- One-size-fits-all approach is a barrier.
- Change is imperative if we want to move more Iowans to self-sufficiency and meet the growing needs for a skilled workforce.
- Our economic prosperity demands it.

VII. For the Good of the Order—Mike Knedler

The meeting was adjourned at 5:00 PM. The next face-to-face meeting will be held on Wednesday, May 10, 2017, 3:30 – 5:00 p.m., at the Department of Education's ICN Room.